

MFL

Year 7: Spanish

<p>Assessment Opportunities Students in Year 7 are assessed on two skills per half term.</p> <p>Reading & Understanding Speaking & Reading Aloud Listening & Responding Writing & Translation</p>	<p>Literacy/Reading opportunities Students are exposed to various reading opportunities including articles, adverts, blogs, emails, songs, poems and stories in Spanish, in addition to realia.</p> <p>Students are tasked with writing in various styles including letters, emails, diary entries and magazine articles.</p>	<p>CEIAG Links</p> <p>Students make writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV.</p> <p>Students are made aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</p> <p>Students are prepared for spontaneous questioning about themselves that could arise in an interview e.g. personal qualities and strengths.</p> <p>Students improve skills such as ‘reading for gist’ or ‘scanning’ which can be taken into any job role when presented with new information to save time and be efficient.</p>
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Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 7 Spanish Modern Foreign Language Department Scheme of Learning

Half term 2.2

[Knowledge Organiser 2.2 Click here](#)

Topic and Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
¡Viva! 1 módulo 3 Mi insti Unidad 5 pp. 64–65 Listening Skills ¿Te gusta tu instituto?	TBAT use prediction as a listening strategy TBAT listening for gist from a longer extract of spoken Spanish.	LC1 Listening and responding LC5 Speaking coherently and confidently	Use pictures and captions to make predictions about a listening exercise Use the questions to make predictions about a listening exercise	<i>Mi insti</i> <i>Mi recreo</i> <i>Mis asignaturas</i> <i>Correcto</i> <i>Incorrecto</i>	Sound of the week: E <i>Sounds similar to E in English “fed”</i>	

<p>¡Viva! 1 módulo 3 Mi insti Unidad 6 pp. 66–67 Writing Skills ¿Cómo es tu insti?</p>	<p>TBAT to write at paragraph level about my school.</p>	<p>GV4 Accuracy (spelling, grammar)</p> <p>LC4 Expressing ideas (writing)</p>	<p>Checking written work for spelling errors and accents</p> <p>Checking for grammatical accuracy, by looking at verb endings, definite and indefinite articles and adjectival agreement</p> <p>Writing better sentences by using connectives, intensifiers, sequencers and expressions of frequency</p>	<p>Y <i>Pero</i> O <i>También</i> <i>Porque</i> Muy <i>Bastante</i> <i>Un poco</i> <i>Primero</i> Luego <i>A veces</i> <i>normalmente</i></p>	<p>Sound of the week: I</p> <p><i>Sounds like EE in English “feed”</i></p>	
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<p>¡Viva! 1 módulo 4 Mi familia y mis amigos Unidad 1 pp. 80–81 ¿Cuántas personas hay en tu familia?</p>	<p>TBAT describe my family</p> <p>TBAT use possessive adjectives correctly.</p>	<p>GV2 Grammatical structures (possessive adjectives)</p> <p>GV3 Developing vocabulary</p> <p>LC1 Listening and responding</p>	<p>Possessive adjectives</p> <p>Adjectival agreement revisited</p>	<p><i>mi madre</i> <i>mi padre</i> <i>mis padres</i> <i>mi hermano/a</i> <i>mi hermanastro/a</i> <i>mi abuelo/a</i> <i>mis abuelos</i> <i>mi bisabuelo/a</i> <i>mi tío/a</i> <i>mis tíos</i> <i>mi primo/a</i> <i>mis primos</i></p> <p><i>tiene/tienen... años</i> <i>se llama/se llaman</i></p> <p><i>veinte</i> <i>treinta</i> <i>cuarenta</i> <i>Cincuenta</i> <i>sesenta</i> <i>setenta</i> <i>ochenta</i> <i>noventa</i></p>	<p>Sound of the week: U</p> <p><i>Sounds similar to OO in English "food"</i></p>	<p>Checkpoint: Peer Assessed</p>
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Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
¡Viva! 1 módulo 4 Mi familia y mis amigos Unidad 2 pp. 82–83 ¿De qué color tienes los ojos?	TBAT to use the irregular verbs SER and TENER in the Present Tense across all six-verb people.	GV2 Grammatical structures (irregular verbs, adjectival word order) LC6 Reading comprehension LC8 Writing creatively	Dealing with irregular verb forms Using irregular verb tables Position, placement & agreement of adjectives.	<i>¿De qué color tienes los ojos?</i> <i>Tengo los ojos...</i> <i>azules</i> <i>grises</i> <i>marrones</i> <i>verdes</i> <i>Llevo gafas.</i> <i>¿Cómo tienes el pelo?</i> <i>Tengo el pelo...</i> <i>negro</i> <i>rubio</i> <i>castaño</i> <i>azul</i> <i>liso</i> <i>rizado</i> <i>largo</i>	Sound of the week: El <i>Sounds like AI in English "paid"</i>	

<p>¡Viva! 1 módulo 4 Mi familia y mis amigos Unidad 3 pp. 84–85 ¿Cómo es?</p>	<p>TBAT describe what others look like.</p> <p>TBAT to use a variety of verbs both regular and irregular in the 3rd person singular & plural of the Present Tense.</p>	<p>LC6 Reading comprehension</p> <p>LC8 Writing creatively</p>	<p>Using present tense verbs in the 3rd person</p>	<p><i>(No) Es... alto/a bajo/a pequeño/a joven viejo/a guapo/a gordo/a delgado/a feo/a simpático/a inteligente Tiene pecas. Tiene barba.</i></p>	<p>Sound of the week: IE</p> <p><i>Sounds like YE in English “yes”</i></p>	<p>Reading and Translation into Spanish: Collective Feedback</p> <p>Extended Writing: Personalised Feedback</p>
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Explicit link to CEAIG in year 7	Career industry/ sector link
<p>To make students aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</p>	
<p>To prepare students to speak confidently in front of others e.g. giving presentations, speaking in tutorials/answering questions in lectures</p>	
<p>To make writing accurate by checking work as well as building longer, more complex sentences. This would be advantageous at university or when writing a CV.</p>	
<p>To encourage accurate listening and processing skills for interviews/university lectures etc.</p>	



